DOCUMENT RESUME

ED 196 491 JC 810 036

AUTHOR Archer, Pat; Watkins, Karen
TITLE The Innovation Abstracts Staff Development Model: Part I of a Series on Concerns Based Consulting.
PUB DATE [79]
NOTE 18p.: A self-instructional manual for using "Innovation Abstracts."

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adoption (Ideas); Behavior Patterns; Change Strategies; *Educational Change; *Innovation; Learning Modules; Models; *Staff Development; Two Year Colleges
IDENTIFIERS *Concerns Based Adoption Model

ABSTRACT

This learning module introduces the Concerns Based Adoption Model, which identifies seven developmental stages in the process of adopting innovations. After listing the stages and citing statements which might typify a person's degree of concern with the innovation, the module provides brief descriptions of: (1) the awareness stage, which is characterized by a lack of concern or involvement with the innovation; (2) the informational stage, at which the individual is generally aware of the innovation and interested in learning more; (3) the personal stage, at which the individual is uncertain about the demands of the innovation, his/her ability to meet those demands, and his/her role with respect to the innovation; (4) the management stage, at which attention is focused on the processes and tasks of using the innovation; (5) the consequence stage, which is characterized by attention to the impact of the innovation on the students; (6) the collaboration stage, at which the focus is on coordination and cooperation with others; and (7) the refocusing stage, at which the universal benefits of the innovation and possible ways of improving it are of concern. The bulk of the module provides descriptions of individuals at the various stages of concern, offering exercises in associating statements or behaviors with particular stages. Finally, the implications of the model for staff development are discussed. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196491

THE INNOVATION ABSTRACTS STAFF DEVELOPMENT MODEL

Part I of a Series on

Concerns Based Consulting

written by: Dr. Pat Archer

Ms. Karen Watkins

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Pat Archer &

Karen Watkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 810036

A self-instructional manual for using Innovation Abstracts

INTRODUCTION

The Concerns Based Adoption Model is a system developed by Gene Hall at the Research and Development Center for Teacher Education at The University of Texas at Austin to study and describe how individuals adopt innovations. Hall and his associates have discovered that change takes place as a process, rather than an event and that each individual goes through it in certain stages, each of which is characterized by specific questions or anxieties or uncertainties about the particular innovation. The Stages of Concern are described in Figures 1 and 2.

FIGURE 1

STAGES OF CONCERN:

TYPICAL EXPRESSIONS OF CONCERN ABOUT THE INNOVATION*

STAGES OF CONCERN		EXPRESSIONS OF CONCERN
6	REFOCUSING	I HAVE SOME IDEAS ABOUT SOMETHING THAT WOULD WORK EVEN BETTER.
5	COLLABORATION	I AM CONCERNED ABOUT RELATING WHAT I AM DOING WITH WHAT OTHER INSTRUCTORS ARE DOING.
4	CONSEQUENCE	HOW IS MY USE AFFECTING KIDS?
3	MANAGEMENT	I SEEM TO BE SPENDING ALL MY TIME IN GETTING MATERIAL READY.
2	PERSONAL	HOW WILL USING IT AFFECT ME?
1	INFORMATIONAL	I WOULD LIKE TO KNOW MORE ABOUT IT.
0	AWARENESS	I AM NOT CONCERNED ABOUT IT (THE INNOVATION).

FIGURE 2

STAGES OF CONCERN ABOUT THE INNOVATION*

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

*Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. a developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas, 1973.

This packet will provide you with an introduction to the concept and explain how it applies to providing relevant materials for instructors. An understanding of how to use the CBAM system can prevent the inefficient use of materials and the alienation which can result when a novice who is convinced he'll never be able to write modules is presented with a technical description of how modules affect student learning or when an expert in CBE is given a sheet of definitions of terms. By providing faculty information that is responsive to their needs, you can help them solve the problems that each of us encounters in implementing a new innovation.

The following section contains descriptions of individuals at the various stages of concern. For some stages, you will have the opportunity to do some discrimination training and choose statements or behaviors typical of persons at those stages. The lowest stage, awareness, is usually easy to determine, so we did not provide an exercise for that stage.

AWARENESS - SoC 0

Individuals at the Awareness (0) Stage of Concern are not familiar with the innovation, and so they are usually neutral about it. The challenge to the change agent dealing with individuals at this level is to present the innovation to them positively. Affect, or attitude, is crucial. After all, we want their growing awareness to be a positive one -- "Hey! This could really be an exciting challenge!" -- rather than negative -- "That's too complicated, and I'm not going to spend the time it will take to learn it." Individuals at the Awareness stage are fairly easy to recognize. They respond with various verbal and nonverbal indicators of lack of knowledge of the name of the innovation and its components. If someone is not even aware that such a thing as a learning objective exists, he will usually tell you or exhibit behavior that makes his lack of awareness fairly obvious (e.g., "What's that?"). Often individuals are uncomfortable with their lack of awareness and need to know that it's alright for them to be unaware of this new idea.

INFORMATION - SoC 1

The instructor at the information level describes concerns generally in the following terms:

> "I don't know what CBE is all about. Specifically what is a competency? They tell me I must look at what the outcomes are before I create my learning exercises. How do I do that? I need definitions, and I need to know how CBE differs from what I'm already doing. Are there some books I can read? Are there rules to follow? Is there a sample I can look at? Is anybody giving a workshop so that I can get some idea about what I'm doing?"

Behaviors: Asking for definitions

Asking for examples of CBE programs

Asking for help in getting started, wanting general overview material

Place a check beside each statement or behavior that is typical of an instructor with information concerns:

____ 1. "I never heard of it?"

____ 2. Asks for a bibliography on the subject.

____ 3. "I'm afraid I'll never understand this!"

____ 4. Volunteers to attend a seminar on campus.

____ 5. Asks to xerox an article containing definitions of terms.

____ 6. Sends for a sophisticated slide-tape presentation.

PERSONAL - SoC 2

The instructor at the personal stage of concern might say something like this:

> "I've never been very good at writing learning objectives. Now they want me to try writing competency statements! Are we going to be monitored? What will happen if I don't do it well? It makes me nervous to have somebody looking over my shoulder. I don't want to look unorganized in front of my students. I'm comfortable with my old method; why should I have to change to a new one?"

The behavioral clues all have to do with the instructor's fears and insecurities about her personal use of the innovation. Hence the statements are often tied to role, how she sees herself and ways to meet personal needs and objectives.

"What will happen to me if I can't do it?"

"I don't want to make a fool of myself."

"I can't see how this is going to help my career any."

"Do we get any money for doing this?"

"Why is the administration interested in my doing this?"

"What's in it for me?"

Place a check beside each statement or behavior that is typical of an instructor with personal concerns:

____ 1. "Who is going to see my course outcome statements?"

____ 2. "I don't have time to do competency testing on top of all the other extra work I have to do at the end of the semester."

____ 3. "How are my students going to react to having to take a test at the end of the course?"

____ 4. "I don't like this form at all. It doesn't reflect the situation in my classroom. I can make it more relevant."

____ 5. "This new idea seems like something the administration is really pushing. I wonder what they're up to?"

____ 6. "I'm afraid I won't be able to stand team teaching."

MANAGEMENT - SoC 3

An instructor with management concerns will exhibit the following types of behavior:

> He or she will have difficulty keeping up with the routine maintenance activities like keeping records on attendance, progress, etc., or will complain that all the paperwork is making it impossible to teach creatively. For example, he may complain of a lack of expertise in using transparencies in conjunction with lecture materials; he says he cannot maintain an even flow of lecturing and juggle transparencies at the same time. It is the managing of new activities that seems to preoccupy him.

Typical descriptors:

1. Frustration with forms, AV equipment, etc.
2. Plans one class at a time because he is unable to anticipate needs.
3. Is concerned about having time to fit everything in.
4. Worries about becoming efficient at operating a new computer system or grade report form, etc.
5. Is impatient because he must constantly refer to a chart, test, or explanation.

Place a check beside each statement or behavior that is typical of an instructor with management concerns:

____ 1. "I'm not sure that self-paced materials will be the best way to teach my students. They like to talk."

____ 2. "How can I be sure I don't give a student the same post test twice?"

____ 3. "The book on CBE says you should test at the beginning of the course, but I haven't had time to develop a good pre-test yet!"

____ 4. "I can't decide how to integrate the textbook with the program."

____ 5. "I'm ready to try something else. I am looking for a better method for recording student progress."

CONSEQUENCE - SoC 4

A teacher, counselor or administrator who is concerned about consequences has, like Galileo, shifted the center of things. That person is now more concerned with the effects of the innovation on students than on herself. The comments and behaviors of such an individual may sound similar to those of an individual with personal or management concerns, but the emphasis is always on the consequences for students: "How will this new entry-level assessment program affect students? We need to be very careful to manage it so that they don't feel threatened. I want to develop an evaluation instrument for my classes so I can get student reactions to my courses."

Place a check beside each statement or behavior that is typical of an instructor with consequence concerns:

____ 1. "I would like to know what resources are available to us if we adopt this innovation."

____ 2. "I am revising my unit on the digestive system because students seemed to be having trouble completing it."

____ 3. "How can I handle 35 students in a composition class!"

____ 4. "I believe in spending the first week of class getting students excited about learning and feeling good about themselves. I've found that subject matter comes much easier later if I start my classes this way."

____ 5. "I spend three-fourths of my time in conferences with students! I don't have time to do any of the rest of my work."

COLLABORATION - SoC 5

An individual with collaboration concerns wants to share concepts with colleagues. This person trades materials with other teachers and shares methods which have made the innovation more effective. Perhaps she enlists the cooperation of a counselor in her adult classes to help her students become more self-confident. She offers to participate in seminars and "buzz sessions" held to discuss the innovation. Instructors at this level are relatively easy to recognize. However, be careful not to confuse the frantic teacher with personal or management concerns who asks for help from a more experienced colleague with a teacher who really wants to collaborate. The former individual is looking for help which will keep him from sinking; the latter, a reciprocal benefit.

Place a check beside each statement or behavior that is typical of an instructor with collaboration concerns:

____ 1. "Say Sarah, how do you ever keep a record of which students have achieved which learning outcome?"

____ 2. "I'd like to suggest that we form a special task force of this department to share our new testing practices and to try to develop a departmental model that uses the best from each individual test."

____ 3. "May I attend a conference on CBE? I'd like to know more about it."

____ 4. "I'd like to present a paper on our CBE approach at this new CBE conference to see how others respond to it."

____ 5. "Ted, how would you like to team teach with me next term in our new developmental reading course? Maybe we can improve what each of us is doing."

REFOCUSING - SoC 6

An individual at the refocusing stage of concern is almost ready to move on. This person is searching for a better way. He has evaluated his use of the innovation, made changes to improve it, and is now thinking of either making major changes or of trying something altogether different.

Some typical behaviors might be:

--- asks for literature on a related or different innovation

--- decides to merge innovation with another practice

--- changes a fundamental element of the innovation.

Place a check beside each statement or behavior that it typical of an instructor with refocusing concerns:

____ 1. "Students do not seem to like the pre-tests so I'm planning on revising them."

____ 2. "I have had it with these programmed texts! It's impossible to keep them up-to-date. There's got to be another way."

____ 3. "I'm not sure that my modules are getting ideas across. I heard that San Jose State has replaced some of their modules with 'Affective Learning Experiences.' I'd like to know more about what they are and why they dropped the modules."

____ 4. "I realize pre-testing is an important part of instruction but I'm thinking about not pre-testing in one of my courses. It isn't really effective, since none of the students ever are familiar with the contents of that course."

____ 5. "I'm not interested in attending a seminar on audio-tutorial instruction. I've heard that it's expensive and doesn't work anyway."

Probably you recognize many of these statements. For those of us who have implemented innovations and/or worked with others to assist them in implementing an innovation, these statements are very familiar. You may notice that many faculty you work with express several of these concerns simultaneously. Actually, all of us have all of these concerns at any given time about an innovation, but usually the major concern is most intense. It is the concern most likely to be affecting our behavior.

The CBAM model is perhaps most helpful to us as staff developers when we think about two majors results of the CBAM research:

1. The Stages of Concern are a developmental sequence. An individual must resolve the pertinent issues at any one stage in order to move to the next.
2. We as staff developers can not force individuals to move through the sequence, but we can assist them by providing the type of information and support that is relevant to each stage.

The intent of the editors of Innovation Abstracts is to provide you with information on a variety of innovations at a variety of different levels. We will work with you over the first year to help you develop expertise in accurately identifying the appropriate stage or concern of the faculty with whom you work. Thus, you will eventually be able to share the Abstracts with the people most likely to profit from reading them. We will make many of our early Innovation Abstracts for general distribution (SoC_0) and focus abstracts at the higher stages when your faculty are ready. One final note of caution: Each stage is necessary to eventual implementation and is neither good nor bad. Higher is not necessarily better; it probably just means longer use of the innovation. Our emphasis will be on responding to a relevant concern because we know that each stage is a legitimate expression of concern that we need to respond to.

We hope you're feeling familiar with the Stages of Concern--perhaps you can even identify them by their shorthand code ("What is SoC_3?"). We hope you will begin to look for expressions at each stage so that the concept can come alive for you in your work. As you do, we hope you'll reflect on the type of staff development strategy that will help individuals at each stage. Figure 3 outlines some of the major implications of the model for the staff developer.

Implications for Staff Developers*

The implementation of innovations must be viewed as a process, not as an event. Seven distinguishable Stages of Concern About the Innovation have been described in this paper. Concerns in general move from the initial "What is it?" "What does it mean for me?" to management and, ultimately, to impact concerns. Therefore, staff developers planning for and facilitating a change need to plan on an extended period of involvement rather than designing a single highly concentrated pre-use or early-use workshop. Development activities need to be spread out and paced according to the development of concerns. Even the best staff development activities will have little effect if they are delivered at a time when the participants are not asking the right questions.

Educational change is a personal experience. Teachers, administrators, and yes, staff developers, all have identifiable concerns about an innovation. These concerns will vary in their intensity and duration, depending on many factors, including the timing and relevance of staff development activities. One way to personalize staff development is to present activities that address the relatively intense teacher concerns. For example, teachers with intense management concerns about their individualized reading programs are not apt to find a workshop on the theory of criterion-referenced evaluation very relevant. On the other hand, teachers with intense management concerns about teaming may find an organizational development workshop on agenda settings, decision-making, and problem-solving very relevant.

Personal concerns are a legitimate part of the change process. It is okay to have personal concerns. It is normal to have real concerns about the implications of a change for "me." We all have personal concerns sometimes and management concerns at other times. Staff developers need to anticipate, legitimize, and accommodate the personal concerns of teachers as they approach changes.

If you or staff development are new to the system, then staff development itself will be seen as an innovation. Teachers and administrators will have concerns about staff development that can be related to the various Stages of Concern. Staff developers will have certain intense Stages of Concern. Struggling for legitimacy and credibility obviously means having different concerns than would be typical for staff developers who have an established record for successes.

Concerns cannot be manipulated. Concerns need to be accepted for what they are, indicators of where a person is spending his or her energy. Attempts to manipulate people so that they will have a certain Stage of Concern (e.g., Stage 4) will likely only increase personal and management concerns. Telling a teacher, "Your self concerns are too high. I want you to shape up and have impact concerns," will only increase the intensity of personal concerns. Facilitating the resolution of lower stage concerns, however, may allow higher stages to become more intense.

We see concerns-based staff development as essential to successful change. However, the best designed staff development activities will be effective in facilitating change only if they are delivered at the appropriate time and in ways that are perceived, by the participants, to be relevant to their concerns about the innovation.

---

*Gene E. Hall, "The Study of Teachers' Concerns and Consequent Implications for Staff Development," Staff Development Newsletter (Spring, 1978), p. 9.

Answer Key

p. 4:

1. Clearly this is a person at the awareness level since he may have not yet heard of the innovation.

2. This person is seeking information about the innovation.

3. The key word for us in this statement is "afraid." This tells us the person is having personal concerns.

4. Requesting more information - particularly introductory information - again tells us the stage.

5. Again, this person has information concerns.

6. The key word in this statement is "sophisticated." This suggests that the individual has consequence concerns since he is looking for a more advanced material.

p. 5:

1. This person is voicing personal concerns since her concern is over her position or role and how it might be affected by the innovation.

2. This instructor has a management concern since he is having difficulty coordinating the innovation into his normal routine.

3. A concern for the effect of the innovation on students is a consequence concern.

4. This desire to adapt and refine existing elements of an innovation to make it better ("more relevance") for students reflects a consequence concern.

5. Again, like number 1, this faculty member is concerned about the potential personal rate implications of implementing the innovation.

6. A concern that he will not find team teaching well suited to his personal teaching style makes this a statement of a personal concern.

p. 6:

1. A concern for the consequences of the innovation on students marks this statement.

2. This instructor has a management concern since she is concerned about the way she has to organize to implement the innovation.

3. Again, this individual has management concern. He is already implementing the innovation yet has only time to plan from day to day.

4. Management concerns also relate to handling the techniques of elements of an innovation. This person is having difficulty merging two parts of an innovation.

5. Searching for new alternatives after using an innovation characterizes the person with refocusing concerns.

p. 7:

1. The need for resources is perhaps not as important in this statement as the need for a guarantee before implementing the innovation. Hence, this statemnt reflects a personal concern.

2. Revision based on student needs eflects a consequence concern.

3. The frustration and implicit plea for help in this statement indicates a management concern.

4. Again, revision is based on observed effectiveness (consequences) of the innovation in helping students learn.

5. The need for time to handle the basics of the innovation is a management concern.

p. 8:

1. This statement reflects the concern of the individual looking for help from a colleague in managing the innovation.

2. More certain of the positive results of the innovation, this person now wants to collaborate with others to improve the innovation even further.

3. This individual is still getting acquainted with the innovation so the concern is for more information.

4. Again, this individual is so excited about the innovation that he wants to share it (collaborate) with others.

5. Team teaching, by itself, may not involve a real collaboration concern; but when tied to a concern to improve use of the innovation, it does.

p. 9:

1. Consequence concern

2. This individual is ready to try a new approach. Her concern is a refocusing away from the innovation.

3. Refocusing usually includes a search for related alternatives to the innovation.

4. Many times an individual will change a major element without discontinuing use of the innovation. Nevertheless, this change has involved a major shift or refocusing in how the individual views the innovation.

5. An awareness concern.

PUBLICATION STAFF

Listed here for your convenience are the names of Institute staff directly involved with publications. Should you have questions related to publications, call at 512-471-7545 or write and ask for one of us.

Dr. Pat Archer
Associate Director for Product Development

Dr. Nancy Armes
Associate Director for Information Services

Ms. Charlotte Hatfield
Linkages Editor

Ms. Karen Watkins
Innovation Abstracts Editor

We are fortunate to have two efficient secretaries who help us keep track of the paper flow. Should you have record-keeping questions, feel free to call either of them.

Nelda Milhim
General Distribution including Innovation Abstracts

Patsy Riojas
Linkages Distribution

Modules in the Creative Teaching Series are being distributed by Media Systems from a mailing list furnished by the Institute.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024